Eastern Illinois University  
Revised Course Proposal  
HST 3000, Health Concepts for Teachers  

Please check one:  
[ ] New course  
[ x ] Revised course  

PART I: CATALOG DESCRIPTION  

1. Course prefix and number, such as ART 1000: HST 3000  
2. Title (may not exceed 30 characters, including spaces): Health Concepts for Teachers  
3. Long title, if any (may not exceed 100 characters, including spaces):  
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 2-0-2  
5. Term(s) to be offered:  
   [ x ] Fall  
   [ x ] Spring  
   [ x ] Summer  
   [ ] On demand  
6. Initial term of offering:  
   [ ] Fall  
   [ ] Spring  
   [ x ] Summer  
   [ ] Year: 2013  
7. Course description: This course is designed to assist students in teacher preparation (P-12) in developing knowledge and competencies necessary in attaining a complete understanding of the comprehensive school health model (instruction, services, and environment).  
8. Registration restrictions:  
   a. Equivalent Courses  
      • Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).  
        None  
      • Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course.  
        [ ] Yes  
        [ x ] No  
   b. Prerequisite(s)  
      • Identify the prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.  
        None  
      • Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven’t successfully completed the prerequisite course(s).  
        [ ] Yes  
        [ x ] No  
      If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:  
   c. Who can waive the prerequisite(s)?  
      [ ] No one  
      [ ] Chair  
      [ ] Instructor  
      [ ] Advisor  
      [ ] Other (Please specify)  
   d. Co-requisites (course(s) which MUST be taken concurrently with this one):  
   e. Repeat status:  
      [ x ] Course may not be repeated.  
      [ ] Course may be repeated once with credit.  
      Please also specify the limit (if any) on hours which may be applied to a major or
minor.

f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:

g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:
Not open to Health Studies majors and minors except with permission of the Health Studies department chair.

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]
None

10. **Grading methods** (check all that apply): __x__ Standard letter  ____ CR/NC  ____ Audit  ____ ABC/NC
(“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

- ____ The grade for this course will not count in a student’s grade point average.
- ____ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

- ____ The grade for this course will be removed from the student’s grade point average if he/she already has credit for or is registered in ____________ (insert course prefix and number).
- ____ Credit hours for this course will be removed from a student’s hours towards graduation if he/she already has credit for or is registered in ____________ (insert course prefix and number).

11. **Instructional delivery method:** (Check all that apply.)

- __x__ lecture  ____ lab  ____ lecture/lab combined  ____ independent study/research  
- ____ internship  ____ performance  ____ practicum or clinical  ____ study abroad  
- __ Internet  ____ hybrid  ____ other (Please specify)

**PART II: ASSURANCE OF STUDENT LEARNING**

1. List the student learning objectives of this course:

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

- EIU graduates will write and speak effectively.
- EIU graduates will think critically.
- EIU graduates will function as responsible citizens.

Student learning objectives are listed below. Although this course is NOT a General Education course, it does target several of the University Learning Goals. (The university learning goals follow the course learning objectives.)

At the completion of the course the student will be able to:
1. Describe the components of the comprehensive school health model.
2. Identify and evaluate various types of school health instructional programming and regulations.
3. Identify and describe a variety of school health services provided to students and staff.
4. Assess the specific health related situation and identify appropriate classroom teacher response strategies.
5. Integrate health concepts into the student’s major discipline.

<table>
<thead>
<tr>
<th>Student Learning Outcomes:</th>
<th>University Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a result of completing this course, students will be able to:</td>
<td>• EIU graduates will demonstrate the ability to write and speak effectively.</td>
</tr>
<tr>
<td>Describe the components of the comprehensive school health model.</td>
<td></td>
</tr>
<tr>
<td>Identify and evaluate various types of school health instructional programming and regulations.</td>
<td>• EIU graduates will demonstrate the ability to write and speak effectively.</td>
</tr>
<tr>
<td>Identify and describe a variety of school health services provided to students and staff.</td>
<td>• EIU graduates will demonstrate the ability to write and speak effectively.</td>
</tr>
<tr>
<td>Assess the specific health related situation and identify appropriate classroom teacher response strategies.</td>
<td>• EIU graduates will demonstrate the ability to write and speak effectively. • EIU graduates will demonstrate the ability to think critically.</td>
</tr>
<tr>
<td>Integrate health concepts into the student’s major discipline.</td>
<td>• EIU graduates will demonstrate the ability to write effectively. • EIU graduates will demonstrate the ability to think critically.</td>
</tr>
</tbody>
</table>

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
- Depth of content knowledge
- Effective critical thinking and problem solving
- Effective oral and written communication
- Advanced scholarship through research or creative activity
2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Objective</th>
<th>Objective</th>
<th>Objective</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Lesson plan project 20%</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Exams 40%</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Discussions 40%</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

3. Explain how the instructor will determine students’ grades for the course:

Grades will be assigned utilizing the standard 90-80-70-60-50 grading scale.

As this course is taught in a wide variety of formats by several different instructors, the following guidelines will be utilized to ensure consistency over all sections:

The lesson plan project will comprise 20% of the final grade.
Exams will comprise 40% of the final grade.
The remaining 40% of the final grade will be given to discussions.

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:

      1. Supplements to the textbook will be provided through the current learning management system, such as Desire2Learn.
      2. Online sources of news articles related to course content will be provided.
      3. Online video links will be provided to assist students with their understanding of course content.
      4. Online discussions will be conducted to explore greater detail and controversial aspects of course content.

   b. Describe how the integrity of student work will be assured:

      Papers: Paper topics will be developed by the instructor, which allows the instructor to decrease the potential for intentional plagiarism. Papers can be assessed by outside tools such as Turnitin to ensure the work is the student's own. Instructors may require a rough draft with subsequent revision, which also reduces the opportunities for cheating. These techniques would be appropriate for any of the delivery modalities.

      Exams: Exams in technology-delivered courses will be delivered within the currently available online LMS (currently, Desire2Learn). These systems typically allow instructors to control test availability, question delivery, etc., as well as providing tracking data about when students log in to the system to take a test. In many ways, this makes it easier to spot students who may be working together while taking the exam.
Presentations: Presentation topics are developed by the instructor, as the paper topics are. Instructors can check source materials, and search the web to ensure the presentation has not been copied directly from someone else's work.

c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

Instructor-student and student-student interaction will be facilitated mainly through discussion boards in online courses. Further communication will be available via email, and other messaging or conferencing technologies may be utilized, as necessary and as available with the LMS. Online office hours will be held using the LMS and other resources. Currently, several instructors utilize Google products such as Google Docs, Google Hangouts and Google Chat to facilitate communication. As online course delivery platforms continue to evolve, the new tools they make available to instructors will be utilized, as appropriate.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

a. course objectives;

b. projects that require application and analysis of the course content; and

c. separate methods of evaluation for undergraduate and graduate students.

If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *)

Writing active

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

<table>
<thead>
<tr>
<th>Topic Covered</th>
<th>F2F time allotment</th>
<th>Hybrid Course</th>
<th>Online Course (expected time spent by student)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>100 minutes</td>
<td>F2F: 50 minutes Online: Web-based assignments, discussion boards</td>
<td>Content review, reading Web-based assignments</td>
</tr>
<tr>
<td>Introduction/Overview</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>100 minutes</td>
<td>F2F: 50 minutes Online: Web-based assignments, discussion</td>
<td></td>
</tr>
<tr>
<td>Health Defined (Holistic Health Model, Wellsprings Model,</td>
<td></td>
<td>Content review, reading Web-based assignments</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Time</td>
<td>F2F</td>
</tr>
<tr>
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</tr>
<tr>
<td>Week 3</td>
<td>School Health Structure</td>
<td>100</td>
<td>F2F: 50 minutes Online: Web-based assignments, discussion boards</td>
</tr>
<tr>
<td>Week 4</td>
<td>Reasons for School Health</td>
<td>100</td>
<td>F2F: 50 minutes Online: discussion boards</td>
</tr>
<tr>
<td>Week 5</td>
<td>Behavioral vs. Non-Behavioral Philosophies</td>
<td>100</td>
<td>F2F: 50 minutes Online: Web-based assignments, discussion boards</td>
</tr>
<tr>
<td>Week 6</td>
<td>History of School Health</td>
<td>100</td>
<td>F2F: 50 minutes Online: Web-based assignments, discussion boards</td>
</tr>
<tr>
<td>Week 7</td>
<td>Comprehensive Health Education (School Health Instruction)</td>
<td>100</td>
<td>F2F: 50 minutes Online: Web-based assignments, discussion boards</td>
</tr>
<tr>
<td>Week 8</td>
<td>Comprehensive Health Education (School Health Instruction)</td>
<td>100</td>
<td>F2F: 50 minutes Online: Web-based assignments, discussion boards</td>
</tr>
<tr>
<td>Week 9</td>
<td>School Wellness (Lunch Program &amp; Federal Wellness Policies)</td>
<td>100</td>
<td>F2F: 50 minutes Online: Web-based assignments, discussion boards</td>
</tr>
<tr>
<td>Week 10</td>
<td>Comprehensive Health Education (School Health Services, Healthy School Environment)</td>
<td>100</td>
<td>F2F: 50 minutes Online: Web-based assignments, discussion boards</td>
</tr>
<tr>
<td>Week 11</td>
<td>Healthy School Environment (School Violence, Sexual Harassment)</td>
<td>100</td>
<td>F2F: 50 minutes Online: Web-based assignments, discussion boards, presentations</td>
</tr>
<tr>
<td>Week 12</td>
<td>Healthy School Environment (Environmental Codes/Regulations, Blood-Borne Pathogens)</td>
<td>100</td>
<td>F2F: 50 minutes Online: Web-based assignments, discussion boards</td>
</tr>
<tr>
<td>Week 13</td>
<td>School Health Services (Types of Assessment, Immunizations, Medical Records)</td>
<td>100</td>
<td>F2F: 50 minutes Online: Web-based assignments, discussion boards</td>
</tr>
<tr>
<td>Week 14</td>
<td>Legal Liability</td>
<td>100</td>
<td>F2F: 50 minutes Online: Web-based assignments, discussion boards</td>
</tr>
<tr>
<td>Week 15</td>
<td>Common Classroom Emergencies</td>
<td>100</td>
<td>F2F: 50 minutes Online: Web-based assignments, discussion boards</td>
</tr>
</tbody>
</table>
PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.
   The state of IL requires students in teacher preparation programs to be competent in the area of health and physical development. This course will allow future teachers to develop competencies in the integration of health concepts in their teaching. This course will include state mandates, learning standards and teaching strategies as they relate to health and the P-12 teacher, and the course will help students to identify and properly react to common health conditions that they will encounter within the classroom.

   a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment. N/A

   b. If the course or some sections of the course may be technology delivered, explain why.

Some sections of this course may be offered online to allow students who do not live in the Charleston, IL area to enroll in the course. Adding online sections will enhance the availability of this course to students beyond those currently enrolled at EIU.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.
   The course content and its application require a basic foundation of knowledge regarding teaching already established. Some content requires higher sensitivity and knowledge of classroom issues. No prerequisites.

3. If the course is similar to an existing course or courses, justify its development and offering.

   a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.
   There are similarities to HST 3200 School health. However, the proposed course is P-12 and for all teacher education majors. HST 3200 is focused on school health majors and minors at the secondary level.

   b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.
   HST 3000 is not a new course; it is simply a revision of the existing HST 3000 to include additional delivery modalities.

4. Impact on Program(s):

   a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.
   This course is required for the following majors: Special Education (Options: Standard Special), Early Childhood Education, Elementary Education (Options: General Elementary Certificate K-9, Middle School Elementary Certificate K-9).

   b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.
If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:
   Dr. Richard Cavanaugh, Mrs. Lauri DeRuiter-Willems, Dr. Dejan Magoc, Mrs. Joan McCausland and any other instructor in the Department of Health studies with the appropriate professional background to teach the course, as determined by the department chair. Online sections may be taught by faculty who have met the technology delivered policy of CAA.

   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students:

   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President’s Council.)
   None

3. Text and supplementary materials to be used (Include publication dates):

PART VI: COMMUNITY COLLEGE TRANSFER
A community college course may be substituted for this course; however, upper-division credit will not be awarded.

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: 11/9/12

Date approved by the college curriculum committee: 11/26/12

Date approved by the Honors Council (if this is an honors course):  

Date approved by CAA: 01/24/13    CGS: 01/24/13

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities – some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In
writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students’ writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).